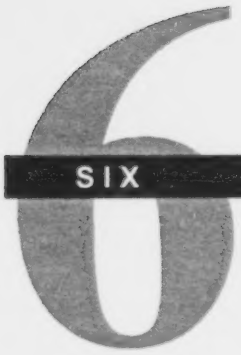
# Curriculum Handbook *for* **Parents**

**2005–2006**

GRADE SIX



Alberta
EDUCATION

# Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at **http://www.education.gov.ab.ca**.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://www.lrc.education.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

Aboriginal Services Branch
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@edc.gov.ab.ca

French Language Services Branch
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment Branch
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: assess.contact@edc.gov.ab.ca

Learning and Teaching Resources Branch
Telephone: 780–427–2984
Fax: 780–422–0576
E-mail: curric.contact@edc.gov.ab.ca

Learning Technologies Branch
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: ltbgeneral@gov.ab.ca

- For information about LearnAlberta.ca
  Telephone: 780–415–8528
  Fax: 780–422–9157
  E-mail: LearnAlberta.Contact@edc.gov.ab.ca

Special Programs Branch
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# Curriculum Handbook *for* **Parents**

**2005–2006**

GRADE **6**

This Curriculum Handbook provides parents with information about the Grade 6 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a feedback form.

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*Message from the*
## Minister of Education

As a former teacher, I know first-hand that it takes a community to educate a child and that parents play a vital role on a child's learning team. Helping your children do well in school prepares them for a successful future, both in school and in life.

Alberta Education developed the *Curriculum Handbook for Parents* to help you in this regard. This series of handbooks contains information on what your child will learn in the classroom, as well as the education goals set for this school year.

Our education system is designed to help students realize their individual potential. As we celebrate our province's Centennial, we can be proud that our basic education system is one of the best in the world. Our students continue to achieve outstanding results on both national and international assessments—an achievement made possible through the combined efforts of our students, parents, teachers, and the broader learning community.

I encourage you to read this handbook closely, and to discuss any questions you may have with your child's teacher(s).

Gene Zwozdesky
Minister of Education
Deputy Government House Leader


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106-012417

# *Information for Parents*

## Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* have been designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

## Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

Alberta Education assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Education indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.education.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).


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## Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* – Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://www.education.gov.ab.ca/parents/mathprbk.pdf

- *Working Together in Mathematics Education* – Ways parents can support student learning in mathematics.

http://www.learnalberta.ca

- *LearnAlberta.ca* Web site – Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca/

- *TELUS 2Learn* Web site – An education/business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

## School Councils

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils' Association (AHSCA).

http://www.ahsca.ab.ca

## School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html

### School Fees

A primary objective is to ensure that fees are not being charged for core items. The *School Act* allows for certain fees to be collected for alternative programs, transportation, or supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html


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The Alberta School Boards Association school fee advisory recognizes that fees should be waived for those who cannot afford them, and that no student should be prohibited from participating.

**Fundraising**

Parents are not to fundraise for core items such as textbooks. Some fundraising is appropriate for things like athletic uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents could not contribute.

## School Choice

Choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools, and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

## *Information about Curriculum*

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do, in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

## Accessing Information

Parents can access information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the *Programs of Study* to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/


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http://www.education.gov.ab.ca/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://www.education.gov.ab.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

## Curriculum Content—Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

## Curriculum Development—Who Is Involved in the Process?

Alberta Education takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade and to post-secondary education and the world of work.

## Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Alberta Education plans any curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and purchase any needed resources.


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## Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Education conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

## Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Education for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Education, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Education supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

http://www.arpdc.ab.ca

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortia organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

http://www.lrc.education.gov.ab.ca

Alberta Education also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.


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## *Aboriginal Education*

Aboriginal peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that promote Aboriginal perspectives. All students in Alberta should understand and be aware of Aboriginal history, culture, lifestyles and heritage. The First Nations, Métis and Inuit (FNMI) initiative works to infuse Aboriginal perspectives into the existing Kindergarten to Grade 12 programs of study. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information on this initiative. Student and teacher resources have been developed by Alberta Education to support the inclusion (or infusion) of Aboriginal content in teaching and learning.

http://www.education.gov.ab.ca/nativeed/nat_/epolicy

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.education.gov.ab.ca/k_12/specialneeds/teacherresourcesc at.pdf

*A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special education needs of their children. This resource is available for purchase from the LRC.

http://www.lrc.education.gov.ab.ca

*Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

## *Daily Physical Activity*

Starting in September 2005, school authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school. Daily Physical Activity (DPA) is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles. The daily physical activities offered in your school should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and the larger community
- allow for student choice.

Parents can assist implementation of DPA and enhance the health benefits received by students through a supportive home environment; e.g., encouraging your child to be active every day, walk your child to school or facilitate a walking school bus program at school.

http://www.paguide.com

For further information and ways to increase physical activity at home, visit the Public Health Agency of Canada's Web site.


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## *Personal and Career Development*

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

## *Supports for Learning*

Students have individual learning needs. Schools, supported by Alberta Education, provide a variety of programs and services to meet the individual needs of students.

### English as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

### Special Needs

http://www.education.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a student is in need of a special education program. Students with special education needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide special education programming for all school-age children with special education needs.

If you feel your child has learning difficulties, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are specific teaching and learning strategies that might improve your child's learning. School staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.

Students with special education needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.


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For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1–Review by the Minister http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/351.asp.

Most students with special education needs are placed in regular classrooms in their neighbourhood or local schools, and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of programming options possible—different students need different kinds of support. Deciding on the educational programming for an individual student is a collaborative process and in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board, they may write to the Minister of Education and ask for a review of the board decision.

All students with identified special education needs require an individualized program plan (IPP). An IPP is a plan of action with measurable goals. It identifies your child's specific strengths, needs and current level of performance. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

The following resources provide additional information.

http://www.education.gov.ab.ca/k_12/curriculum/ParentResources.asp

http://www.education.gov.ab.ca/k_12/specialneeds/

http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp

The *Handbook for Aboriginal Parents of Children with Special Needs* and *Our Treasured Children* videotape are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca/.

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003) – Information for parents of children with special needs.
- *Standards for Special Education* (Amended June 2004) – Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12.
- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented* (2004) – Information and strategies for nurturing your child's learning and emotional well-being at home, in school and in the community.
- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000) – Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs.
- *Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.


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## Distance and Online Learning

http://www.education.gov.ab.ca/ltb/

Alberta Education designs and develops a variety of print and electronic learning resources to support distance learning, online delivery and regular classroom programs through the use of modern technologies.

The distance learning resources developed are provincially authorized resources that support educational program delivery in Alberta. For a listing of all distance learning resources available for purchase or study, visit the LTB Resources Available Web page.

http://www.education.gov.ab.ca/ltb/400/crslist.html

http://www.lrc.education.gov.ab.ca

For information about purchasing distance learning materials, contact the LRC.

## Digital Resources to Support Curriculum Outcomes

http://www.learnalberta.ca

LearnAlberta.ca is a Web site that provides quality online resources to the Kindergarten to Grade 12 community in Alberta. It is a safe, reliable and innovative collection of learning resources developed by Alberta Education in consultation with stakeholders. Students, teachers and parents can access multimedia learning resources here that are based on Alberta Education curriculum guidelines. A featured resource is the Online Reference Centre, a collection of multimedia encyclopedias in French and English. These reference materials include newspapers, magazines, books, maps, pictures, videos and transcripts suitable for all grades and subject areas.

User ID's and passwords are available from school principals or by emailing: LearnAlberta.Contact@edc.gov.ab.ca

# *Assessment*

## Assessing Student Achievement

http://www.education.gov.ab.ca/k_12/testing/default.asp

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times classroom assessment may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction, and they are complemented by the provincial achievement tests.


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## Provincial Achievement Tests

As well as being assessed by their teachers throughout the school year, students write provincial achievement tests at the end of grades 3, 6 and 9. Each achievement test provides a common measure for students across the province, based on the curriculum. The tests are designed to provide information about students' achievement in relation to provincial standards. This information is valuable to schools for review of programs and improvement of students' learning. As well, the information assists schools, school authorities and the province in reporting to parents and other Albertans on the achievement of students.

In Grade 3, students write achievement tests in English language arts and mathematics. Grade 3 students in French language programs write the French form of the mathematics achievement test. Grade 6 and Grade 9 students write tests in language arts, mathematics, science and social studies. Grade 6 and Grade 9 students in French language programs write both the English and the French language arts tests and the French forms of the other subject area achievement tests. Alberta Education is also developing provincial achievement tests for the Grade 9 Integrated Occupational Program (IOP). The first province wide administration of the IOP tests is planned for the 2006–2007 school year.

The curriculum statements provided in the following pages serve as the basis for developing the achievement tests for the particular grade and course specified. Classroom teachers work with staff of Alberta Education to develop questions for the tests, and these questions are field tested in classrooms across the province. Teachers also participate in standards setting and in the marking of the language arts tests. The involvement of teachers and the information gained from field testing help to ensure that the achievement tests are appropriate for the students and accurately reflect the grade-level curriculum.

Detailed reports are provided to schools and school authorities on the achievement test results of their students. These reports indicate the percentages of students achieving the provincial standards on each test, and they provide information about students' performance in particular areas of the curriculum. A school also receives an Individual Student Profile (ISP) of results for each student who wrote the achievement tests. The ISP shows the student's scores on the tests in relation to the provincial standards. Duplicate copies of the ISP sheets are provided to the schools for the students' parents.

http://www.education.gov.ab.ca/k_12/testing

Information about provincial achievement testing is provided in the *Parent Guide to Provincial Achievement Testing/Guide des parents Programme des tests de rendement provinciaux*. A separate parent guide is available for Grade 3, Grade 6, and Grade 9, and copies of the guides are available in schools across the province. Additional information about achievement testing is available on the Alberta Education Web site. This includes sample tests, as well as summary results for the province and for individual schools and school authorities.


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# *Grade 6*

In Grade 6, students study required subject areas. Optional subject areas may be available at the local school. Students have access to 950 hours of instruction during a school year.

## Overview of Grade 6

The Grade 6 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or from the LRC.

| **Required Subject Areas.** ***Students take:*** | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

| **Optional Subject Areas.** ***Schools may offer:*** | |
|---|---|
| Drama | Languages Other than English* |

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Students in immersion and bilingual programs also take a number of subjects in the target language.

**New Courses for 2005–2006 School Year:**

- Cree Language and Culture (K–12 course sequence)]
- German Language Arts
- Italian Language and Culture (K–12 course sequence)
- Spanish Language Arts


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# *Required Subject Areas*

The required subject areas are the foundation of the elementary program.

| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

## English Language Arts

View the English language arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/english/

View the English Language Arts interactive video series on the LearnAlberta.ca Web site at http://www.learnalberta.ca

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

**The following learning outcomes are selected from the Grade 6 English Language Arts Program of Studies.**

**Explore thoughts, ideas, feelings and experiences**

- use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
- assess personal language use, and revise personal goals to enhance language learning and use
- select from the ideas and observations of others to expand personal understanding
- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

**Comprehend and respond personally and critically to oral, print and other media texts**

- combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading
- integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity
- summarize oral, print or other media texts, indicating the connections among events, characters and settings
- discuss the connections among plot, setting and characters in oral, print and other media texts


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- determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts

**Manage ideas and information**

- use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation
- decide on and select the information needed to support a point of view
- skim, scan and read closely to gather information
- use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning
- communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs
- establish goals for enhancing research skills

**Enhance the clarity and artistry of communication**

- revise to provide focus, expand relevant ideas and eliminate unnecessary information
- write legibly and at a pace appropriate to context and purpose
- experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts
- use complex sentence structures and a variety of sentence types in own writing
- edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context
- use various styles and forms of presentations, depending on content, audience and purpose
- emphasize key ideas and information to enhance audience understanding and enjoyment
- identify the tone, mood and emotion conveyed in oral and visual presentations

**Respect, support and collaborate with others**

- identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas
- demonstrate respect by choosing appropriate language and tone in oral, print and other media texts
- assume a variety of roles, and share responsibilities as a group member
- address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative
- assess own contributions to group process, and set personal goals for working effectively with others


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Mathematics

View the mathematics subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/

View mathematics digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students learn to use the following mathematical processes:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies to solve problems
- use visualization to assist in problem solving, processing information and making connections.

**The following learning outcomes are selected from the Grade 6 Mathematics Program of Studies.**

**Number**

- develop a number sense for decimals and common fractions, explore integers, and show number sense for whole numbers
- apply arithmetic operations on whole numbers and decimals in solving problems

**Patterns and Relations**

- use relationships to summarize, generalize and extend patterns, including those found in music and art
- use informal and concrete representations of equality and operations on equality to solve problems

**Shape and Space**

- solve problems involving perimeter, area, surface area, volume and angle measurement
- use visualization and symmetry to solve problems involving classification and sketching
- create patterns and designs that incorporate symmetry, tessellations, translations and reflections

**Statistics and Probability**

- develop and implement a plan for the collection, display and analysis of data gathered from appropriate samples
- use numbers to communicate the probability of single events from experiments and models


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Science

View the science subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/science/

View science digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

**The following learning outcomes are selected from the Grade 6 Science Program of Studies.**

### Air and Aerodynamics

- describe the properties of air and the interactions of air with objects in flight
- study birds and airplanes and learn a variety of adaptations and designs that make flight possible and provide for propulsion and control

### Flight

- develop a basic design, build it, test it, and solve the problems that inevitably arise
- learn, through teamwork, that planning, communication, cooperation and flexibility are important to the overall result—even though parts of a task can be worked on individually

### Sky Science

- move from a simple view of land and sky to one that recognizes Earth as a sphere in motion within a larger universe
- explore the topics of seasonal cycles, phases of the Moon, and the apparent motion of stars
- observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements

### Evidence and Investigation

- learn to pose questions, devise investigations, recognize patterns and discrepancies, and think logically about what they have observed
- apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns
- apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample

### Trees and Forests

- learn about a broad range of living things found on, under and around trees
- study the complex interaction between trees and the larger environment
- examine the human use of forests


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Social Studies

View the social studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/

The aim of the social studies program is to help students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in their school, their family and their community.

The focus of the Grade 6 social studies program is meeting human needs. Students learn about how needs are met by the local, provincial and federal governments; how the government of an ancient civilization—Greece—met the needs of its citizens; and how China—one of Canada's Pacific Rim neighbours—meets its citizens' needs.

**The following learning outcomes are selected from the Grade 6 Social Studies Program of Studies.**

### Local Government

- understand that an individual has responsibilities and rights as a citizen that begin at the local level
- develop an understanding of the three levels of government
- understand how governments raise money to meet needs
- understand that democracy allows and needs people to take part in government
- understand differences between rights and responsibilities of citizens
- locate, on a map of Canada, boundaries of local, provincial and federal jurisdictions

### Greece: An Ancient Civilization

- understand some of the ways in which physical, social and psychological needs are met, and how they have varied over time and from place to place
- learn how environment, beliefs and class structure affected how an individual's needs were met in ancient Greece
- understand that Greek values, beliefs and ideas have affected Western civilization
- select pertinent information by reading history books, myths, legends, historical maps and historical fiction

### China: A Pacific Rim Nation

- understand that nations in the world are becoming increasingly interdependent and that the Pacific Rim is becoming increasingly important
- understand that sharing among countries can influence our lifestyle
- use an atlas to locate places in China and Canada
- compare and contrast the way people in China and Canada meet their needs


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

## Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ict/

Students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life. ICT is learned most effectively in the context of subject areas such as language arts, mathematics, science and social studies. The ICT curriculum is not intended to be taught as a stand-alone course but rather to be infused within the teaching of other programs of study.

**The ICT Program of Studies is organized by division. The following is a sample of the Division 2 learning outcomes that students are expected to meet by the end of Grade 6.**

**Communicating, Inquiring, Decision Making and Problem Solving**

- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- use technology to assist in problem solving

**Foundational Operations, Knowledge and Concepts**

- identify and apply techniques and tools for communicating, storing, retrieving and selecting information
- examine the environmental issues related to the use of technology

**Processes for Productivity**

- edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style
- enter and manipulate data by using such tools as spreadsheets or databases for specific purposes


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Physical Education

View the physical education subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments. All learning outcomes are met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

**The following learning outcomes are selected from the Grade 6 Physical Education Program of Studies.**

## Activity

**Basic Skills**

- select, perform and refine challenging locomotor and nonlocomotor sequences

**Application of Basic Skills**

- select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
- demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
- demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics

## Benefits Health

**Functional Fitness**

- explain the relationship between nutritional habits and performance in physical activity
- explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level

**Body Image**

- acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

**Well-being**

- identify and plan for personal positive benefits from specific physical activity


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**Cooperation**

**Communication**
- identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences

**Fair Play**
- demonstrate etiquette and fair play

**Leadership**
- identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education

**Teamwork**
- identify and demonstrate positive behaviours that show respect for self and others

**Do It Daily ... for Life!**

**Effort**
- demonstrate enjoyment of participation through extended effort in physical activity
- identify and demonstrate strategies that encourage participation and continued motivation

**Safety**
- participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
- select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating

**Goal Setting/Personal Challenge**
- analyze and create different ways to achieve an activity goal that is personally challenging

**Active Living in the Community**
- examine factors that influence community decisions to support and promote physical activity
- choose and actively participate in a new group or individual activity that encourages daily participation

**Exemptions from Physical Education**

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

**Physical Education Online**

http://www.education.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:
- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Health and Life Skills

View the health and life skills subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

**The following learning outcomes are selected from the Grade 6 Health and Life Skills Program of Studies.**

## Wellness Choices

**Personal Health**

- evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection.
- identify and communicate values and beliefs that affect healthy choices

**Safety and Responsibility**

- analyze how laws, regulations and rules contribute to health and safety practices
- determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss

## Relationship Choices

**Understanding and Expressing Feelings**

- recognize that individuals can choose their own emotional reactions to events and thoughts.
- develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity

**Interactions**

- develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy

**Group Roles and Processes**

- analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community

## Life Learning Choices

**Learning Strategies**

- expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking

**Life Roles and Career Development**

- relate knowledge, skills and attitudes of a successful student to those of successful workers

**Volunteerism**

- identify the volunteer accomplishments of the community, and communicate information and appreciation


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| | |
|---|---|
| **Human Sexuality Education** | Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction. |


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Art and Music

View the fine arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

## Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

**The following learning outcomes are selected from the Grade 6 Art Program of Studies.**

- study and analyze the individual character of natural objects or forms
- impose standards on designed objects and invent improved versions
- modify forms by abstraction, distortion and other transformations
- perfect images through economical use of material and efficiency of effort
- express a feeling or a message
- use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

## Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

**The following learning outcomes are selected from the Grade 6 Music Program of Studies.**

- understand that there are many kinds of rhythm; e.g., ethnic rhythms, dance forms such as the waltz, tango
- understand that melodies may be based on other scales; e.g., ethnic, whole tone, atonal, chromatic, modal
- understand that longer forms of music, such as the concerto, opera and symphony, combine a variety of structural forms
- understand that the human voice has different timbral qualities
- recognize the sounds of electronic music
- sing songs written in a variety of scales
- understand the function of key signatures


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# *Optional Subject Areas*

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

| Optional Subject Areas. *Schools may offer:* | |
|---|---|
| Drama | Languages Other than English |

## Drama

View the drama subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

## Languages Other than English

http://www.education.gov.ab.ca/languages/ToolKit.asp

A variety of courses and programs in languages other than English are available throughout Alberta. Some of these include Aboriginal languages, French, German, Spanish and Ukrainian.

Students registered in an **immersion** or a **bilingual program** follow a language arts course in the target language (e.g., French, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

### Aboriginal Languages

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

**The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.**

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot or Cree language

### French Immersion Program

http://www.education.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.


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There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

## French Language Arts

http://www.education.gov.ab.ca/French/FLA/abrege/IMM_6.pdf

In Division 2, the French language arts program of studies is intended to build on the skills acquired in the earlier grades, including vocabulary and syntax enrichment, to enable students to engage more actively with their environment. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually or with classroom partners. Students also learn to respect the basic rules of language in the oral discussions that take place in the classroom as well as in their writing projects.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure) and cues provided by the speaker (key words, connectives) to construct the meaning of the message and react to it.

In **reading comprehension**, students develop their ability to read longer, more complex texts. They learn to use a variety of tools to effectively solve difficulties they encounter in their reading.

In **oral production**, students learn the vocabulary and syntax that will enable them to express themselves in various contexts. They also develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to organize and express their ideas clearly, while still respecting spelling rules. They also learn to edit their texts using a checklist.

**Note:** The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.


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In Grade 6, learning occurs primarily:

In **oral comprehension** through:

- listening to texts from various subject areas
- listening to short stories or chapters from novels
- listening to audiotapes, such as documentaries
- viewing audiovisual materials
- gathering information during classroom discussions.

Students learn to take advantage of their listening experiences to identify the most appropriate ways to overcome listening difficulties.

In **reading comprehension**:

Teachers will select **600 to 800** word texts of everyday life, or longer for narrative texts.

To develop reading strategies, students learn to take advantage of their listening experiences to identify the most appropriate ways to overcome difficulties. They also learn to become more independent in planning their research projects. They formulate expectations to help them choose a text to suit their needs and organize their notes to retain information.

In **oral production**:

Presentations and discussions should be well structured, with emphasis on:

- the correct use of connective words to organize their message
- the correction of phonetic Anglicisms
- the gender and number agreement for common words and expressions
- the application of solutions identified for overcoming a difficulty
- the organization of their presentations.

Emphasis on teamwork (interactive situations) enables students to continue developing certain skills required for interacting with their peers. They will independently continue work that was previously done with the teacher's help. This includes the rules for group work such as the roles and responsibilities of each person and their right to speak.

In **writing**:

Students learn to write texts consisting of a few paragraphs that present and develop a given topic. They also learn to write stories describing more than one event.

The main purpose of these learning activities is to enable students to integrate the basic elements of the written language:

- the choice and organization of ideas (web or plan)
- sentence variety and proper punctuation
- the choice of verb tense and verb agreement in common tenses
- the agreement of nouns and adjectives in common, irregular forms
- spelling and homophones.


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## French as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, French as a Second Language (FSL) is a course sequence in which the French language is taught as a subject to help students develop communication skills in French and acquire an appreciation and understanding of Francophone cultures.

Currently, the province of Alberta supports the implementation of FSL on an optional basis to schools and school boards. Once the Languages Initiative is implemented, FSL will become compulsory or optional according to school board policy and decisions.

The program is designed to teach students to:

- understand what they hear and read in French
- communicate their ideas orally and in written form, using an approach that is based on concrete and real-life experiences and situations
- acquire knowledge about local, provincial, national and international Francophone groups in order to become more aware of their presence and to understand them better
- confirm their own cultural identity
- develop French language vocabulary and grammar through thematic activities, tasks and projects that are related to real-life language experiences
- acquire specific language learning strategies that will help them become better second language learners.

The FSL course sequence is grade-level based. Each grade plays an important role in the student's ability to develop and apply their communicative and strategic skills and their language and cultural knowledge.

http://www.education.gov.ab.ca/french/FSL/whatsnew/FSL_handbook/definition.htm

A resource that may be helpful to parents is *French as a Second Language (FSL) Program: A Guide for Parents*. It is available on the Alberta Education Web site or for purchase from the LRC.

## Ukrainian Language Arts

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This course is designed as the Ukrainian language learning component for students in the Ukrainian bilingual program.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the Ukrainian culture for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.


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## Other Languages

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, German, Hebrew, Italian, Polish and Spanish. These locally developed courses are based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.


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# *Feedback Form*

## Curriculum Handbook for Parents 2005–2006: Grade 6

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree**, **Disagree**, **Agree** or **Strongly Agree**.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 1. The handbook provides useful information. | | | | |
| 2. The amount of information is appropriate. | | | | |
| 3. The reading level is appropriate. | | | | |
| 4. The layout and organization are user-friendly. | | | | |
| 5. The links to the Alberta Education Web site are helpful. | | | | |
| 6. Downloading and printing is easy. | | | | |

How can this handbook be made more helpful to parents?

_____

_____

_____

_____

_____

*Thank you for your feedback.*

*Please send your response to:*

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